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migrant children	teacher experience	individual tutoring	spelling	
meals served	visual aids	reading	writing	
social living	parent education	arithmetic	attendance	

17. ABSTRACT (MAX. 250 WORDS)

Many changes have occurred in migrant children over the five years the special school has been in operation. Most notable is that the children are much cleaner and better behaved. The children are issued combs, toothbrushes, towels, and soap. Students shower three times each week and perform a daily routine of brushing teeth and combing hair. Milk and graham crackers are served during the early morning and a complete meal is served at noon.

The curriculum emphasizes reading, arithmetic, health, spelling, writing, and social living. Music and crafts are not presented, since these activities are available in the camp. Attendance is the major problem.

Repeatedly mentioned teacher comments were: attendance problems, retardation and need for individual tutoring, use of audiovisual materials as helpful teaching techniques, and need for informing the parents about the school program.

Graphs show attendance, nationality, home base, number enrolled by age, and former school experience.

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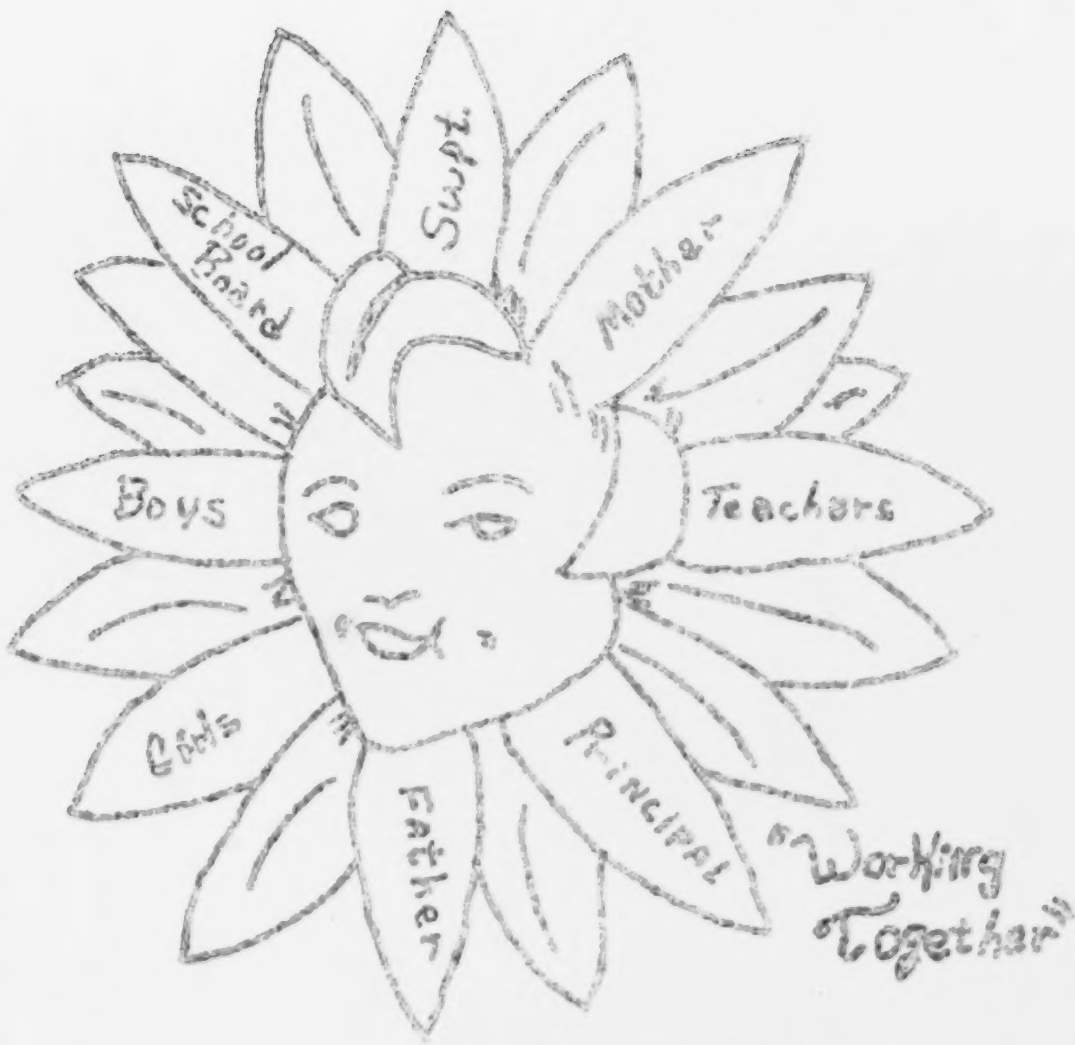
FORT LUPTON MIGRANT SCHOOL

District RE 8
Lee Wm. Butler, Superintendent

Fort Lupton, Colorado

Summer 1961



U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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S P E C I A L S C H O O L F O R M I G R A N T C H I L D R E N

F O R T L U P T O N, C O L O R A D O

J U L Y - A U G U S T 1 9 6 1

COMMISSIONER OF EDUCATION - DR. BYRON W. HANSFORD

PROJECT COORDINATOR - DR. ALFRED M. POTTS, 2ND

CONSULTANT OF ELEMENTARY EDUCATION - MRS. LUCILE LATTING

BOARD OF EDUCATION SCHOOL DISTRICT RE 8

1. M. H. Schloo, President
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3. Dr. W. W. Aichelman, Secretary
4. Floyd Koshio, Treasurer
5. Clarence Carlson, Director

Leo Wm. Butler, Superintendent of Schools

FOREWORD

With the conclusion of our fifth year of school for the nomad children of agriculture, we sincerely hope that we have been of some help to these young people.

During the period of five years we have noticed a great difference in the children as far as cleanliness is concerned, they are better disciplined, they eat American food better and have attended school in their own state to a greater extent than heretofore.

We, who work with these children see a great deal of hope for them in the mechanization of farm crops and the improvement of attendance laws in the various states furnishing us with these children.

In the near future I am sure we will have no migrant children as we know them in our area now.

Leo Wm. Butler
Superintendent of Schools

INTRODUCTION

This is the fifth year for our Migrant School in Fort Lupton, and in that time we have seen many changes in the children. Most notable is the fact that they come to us much cleaner and better behaved. We are proud to have helped this small group, but our thoughts are constantly with those whom we cannot reach.

This report will be mainly statistical with the privilege of evaluation left up to the reader. It is believed that each table, in most cases, is self-explanatory and will present a factual picture of our project.

HISTORY OF THE CAMP

The Fort Lupton Farm Labor Camp was built in 1942 by the Farm Security Administration. Twenty-six percent of the camp site is situated within the corporate limits of the Town of Fort Lupton. The purpose of the camp is to provide housing accommodations for persons of low income, with preference being given to agricultrual laborers and their families.

Such accommodations are comprised of the following:

1. One-room shelters, 210
2. Dwelling units, 48
3. Tent platforms, 15

From 1942 to 1947 the camp was operated by two or more agencies of the Department of Agriculture. From September 1, 1942, to June 30, 1951, it was operated by the Lupton Farm Improvement Association, and, on July 1, 1951, by the terms of an Agreement for Purchase and Sale with Public Housing Administration, operation of the camp passed to the Housing Authority of Weld County, Colorado.

The camp has been owned by the Authority since November 1, 1956.

BACKGROUND OF THE PUPILS:

As will be noted by accompaning tables, most of our children came to us from Texas, and some have had schooling before coming to Fort Lupton. In almost all cases it was felt that the pupils were retarded, considering age and grade. Most families are largo and in some cases require the use of two rental units in the labor camp. This year, for the first time, more families arrived by car than by truck.

HEALTH CONDITIONS:

A. At Camp:

It is felt that the local housing for migrants could be classified as average. Each unit is one large room, with community lavatories and laundry facilities provided. The camp proper is kept quite clean; however, the cleanliness of each housing unit is left up to the occupant.

Weld County nurses are available during the afternoons, and the medical doctors conduct a clinic at regular intervals.

B. At School:

When each pupil enrolled, he was issued a comb, toothbrush, towel and soap. The students showered three times each week and performed a daily routine of brushing teeth and combing hair.

Each year the children seem to be cleaner than the year before; and this year, for the first time, we did not have one child who was in extreme need of a haircut.

Children in need of medical attention, beyond a band aid, were referred to the camp nurses.

Milk and graham crackers were served during the early morning, and a complete meal was served at noon.

CURRICULUM

Our curriculum emphasized reading, arithmetic, health, spelling, writing, and social living. Music and crafts were not presented, since these activities are available to the children in the camp every afternoon. All of our teachers were experienced in teaching migrant children and were acquainted with the facilities available in our elementary school building.

ATTENDANCE

Attendance was the major problem of the entire program. We would gain new students each day, and we would lose students each day, causing extra work and delay for the teachers. The accompanying graph will clearly show the spread between the number enrolled, the number belonging, and the daily attendance.

A late, cool spring caused the bean crop to be late, and labor bosses estimated that there were 37 to 40% fewer laborers in the community this year. For the first time more people arrived by car than by truck, and in some cases the mother and young children did not make the trip. The mechancial bean pickers are rapidly taking over, so it is easy to understand why many of them do not remain long in this area.

RECOMMENDATIONS AND EVALUATION:

Each teacher was asked to write her own comments regarding our Special Migrant School. They have done the work, and it is felt that their unedited comments would present the truest picture of the entire program.

Rosa E. McMillen

Group I

During the special summer school for children of the migrant workers at Fort Lupton, which has just ended, there were twenty-five Spanish-speaking children and one Indian child enrolled in our beginners group. Group 1, the group for beginners, was made up of children who had never been in school and who would be six years old by December 31, 1961.

The major problem of this group was understanding and speaking English, so much emphasis was placed on oral language in the language arts program.

This year was quite successful in attaining the objectives and goals set up for this age group.

In the event this special school is held again next summer, I would recommend:

1. The school continue the policy of admitting only children who would be eligible for school September of the current year.

2. All children of pre-school age receive their kindergarten training at camp near home and parents.

3. <u>All</u> information needed by teachers for permanent records be included on one information sheet to be filled out by parents.

4. The instructional program continue to stress the three R's, with emphasis on the teaching of English.

5. More use be made of audio-visual aids.

6. Persons who are fluent speakers of Spanish talk to the parents at camp, informing them of school policy and procedure; encourage regular attendance of their children; explain the school policy in regard to lunches, showers, etc.

Rosalie Martinez

Group II

In working with these youngsters I find that a great deal of work with visual aids is required. A chalk talk is effective if you draw as you tell the lesson. Any aid that is put into their hands must be kept simple. The wide differences in their abilities make it difficult to recommend anything that will work with all of them. In taking advantage of their willingness to help each other, one might use more group work, providing they are carefully supervised to see that the more capable ones don't do all the work. Class discussions are often difficult to keep going. They enjoy storytelling if you go slowly.

As a whole I believe my classroom has progressed smoothly this summer, with only minor attendance irregularities.

No unusual incidents....sorry.

June Dailey

Group III

Five years of working with the children of migrant workers has proven over and over again the dire need of an adequate education for these children. It is almost unbelievable that this segment of our population has been so sadly neglected so far as education is concerned.

Most important is the need for compulsory attendance during the regular school session. Almost without exception the older children are retarded. This is not because they lack ability but because they have not had a fair chance to develop their ability. Children who attend irregularly lose interest and soon feel lost and frustrated. Much needs to be done to educate the parents concerning the importance of schooling for their children. As mechanical means of harvesting the crops are developed, these children must have the skills and abilities to do other types of work.

Good nutrition and healthful living should receive much stress in the classroom. The ability of the migrant families to use their money wisely to improve the conditions of their families is of utmost importance.

Because of the wide gap in the levels of achievement of the migrant children, classes need to be smaller than regular classrooms usually are. Much individual help must be given, and group work in many areas is almost impossible.

The appropriation of federal money to assist in providing education for the migrant child seems imperative if the children of families who move from state to state to harvest the crops are to receive an adequate education.

Beulah McLeod

Group IV

As we now come to the close of the fifth term of migrant summer school, there are several thoughts which I feel are important in the teaching of migrant children.

The curriculum should be flexible enough to adjust to the needs of each child in the class.

There is need for much individual tutoring. Consequently the classes should be kept small so that the teacher can give the help needed by each child. Interest lags during routine group work.

Working with the children individually gives each one the opportunity for self expression, helps him to overcome shyness and build confidence in himself. A bit of praise from the teacher does much for the child who needs to have more confidence.

A great deal of stress must be put on the need of speaking clearly at all times. Enunciation is difficult for the child who speaks another language.

The material secured for teaching the migrant child must be far below the level on which the child should chronologically be working. Most of them are quite drastically retarded. This is not caused by inability but the lack of opportunity. Perhaps that could be corrected by some type of cumpulsory attendance law.

In health, emphasis should be placed on the study of nutrition, cleanliness and safety. Also good mental attitudes which help to create desirable social behavior should be stressed.

Ruby Elliott

Group V

All migrant children need the same basic skills and proficiencies as the children who attend school regularly. Hence special attention must be given to all oral English activities that increase their self-confidence. A great problem confronting the majority of Spanish children is the habitual use of Spanish language in the homes. If evening schools in their permanent home towns could be set up for the parents to attend classes to learn basic English skills, this would improve their work and business habits.

As hand labor becomes more mechanized, possibly these children we are attempting to help would benefit more in better paid jobs.

The solution seems to be a compulsory school law where these children answer census roll and then in turn are enrolled in the regular school term in those areas.

Many of the children are slow in class work because of malnutrition. Our hot lunch program supplies animal proteins which build up the necessary vitamins for better work.

The children have developed an understanding that there are school, bus, playground, and lunch-room rules to be obeyed.

Ruth Bates

Physical Education

The following comments are presented with the hope that they would be helpful to the migrant school program.

1. A better method of getting the child ready for school in the mornings. This could be brought about by more contacts

with the parents, or by the help of local civic groups.

2. Public instructions given to the parents of the migrant child. This instruction should be given concerning the importance of schooling, health, and family management.

3. More encouragement of regular school attendance among the children in working families. The importance of this must be stressed more to the child's parents.

4. A nursery is needed at the labor camp to provide care for young children who can neither work nor go to school. This would relieve the older children and allow them to come to school. Civic organizations and local interested people could help.

5. The continuation of a summer migrant school, only extending it into the months of September and October, or until the migrant laborer has moved on. Those who move before September would at least have had a month or two of schooling.

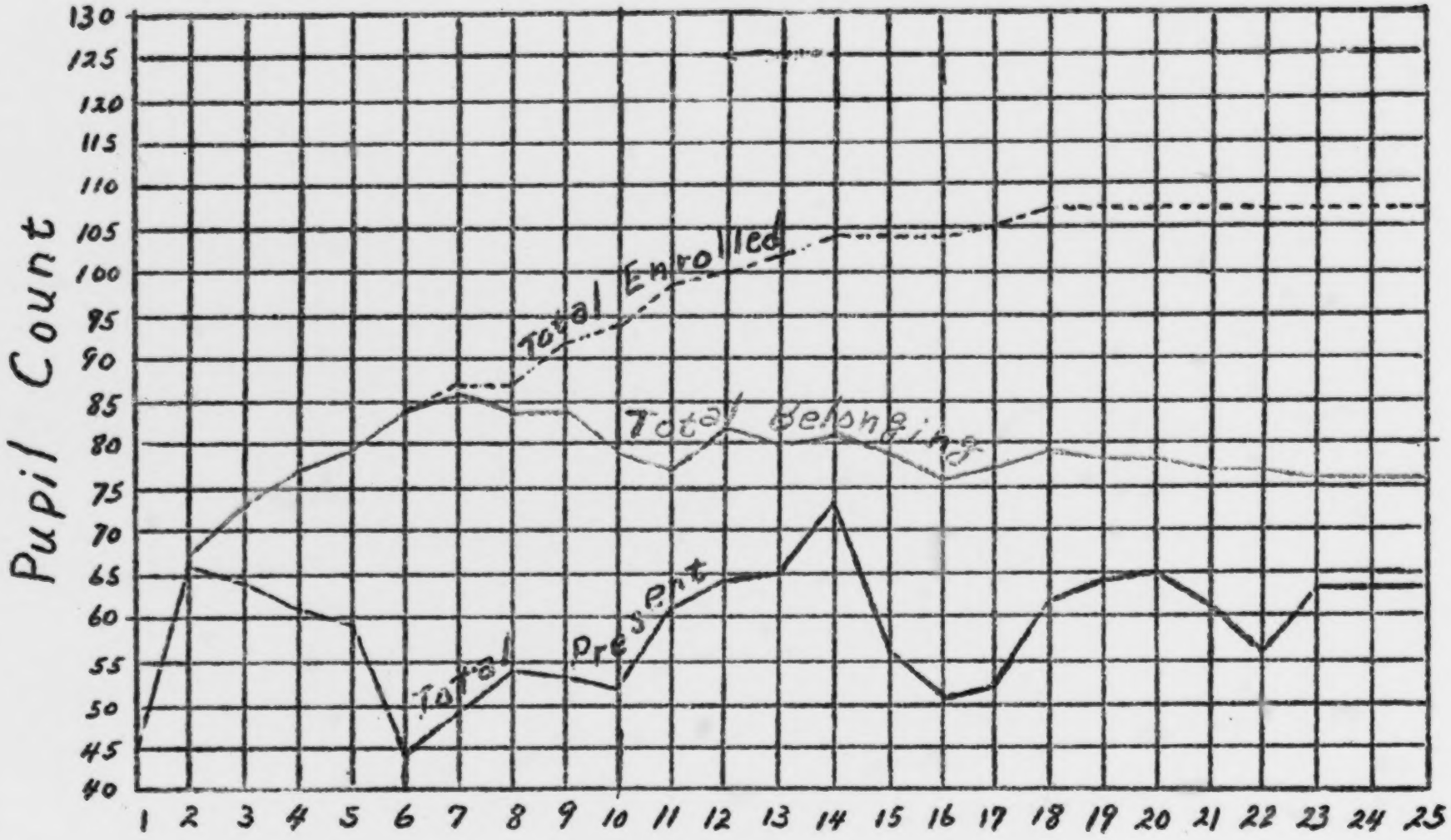
6. More help from the community on migrant problems.

ACKNOWLEDGMENT

We owe thanks to many people who helped with our school, especially to Judy Holmes, and Janet Cardwell, of the Migrant Ministry staff. They walked through the camp each morning to help alert the children for school, and often would transport those who missed the bus. Also, we thank the Weld County Chapter of the Junior Red Cross who provided gift boxes for the children enrolled. These boxes were greatly appreciated by the boys and girls.

Paul Knight, Principal

Fort Lupton Migrant School
1961



MIGRANT SCHOOL

Fort Lupton, Colorado

1961

The following table indicates the number of days attended by the children enrolled. For example, six attended only one day and nine attended the full twenty-five days.

DAYS	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Group 1	1	2	2	1	0	1	4	0	1	1	0	0	1	0	0	0	0	0	1	0	0	4	0	3	4
Group 2	2	1	1	3	1	0	1	2	1	0	1	0	0	4	0	0	0	1	0	0	1	0	0	1	0
Group 3	3	3	1	0	1	1	0	2	1	0	0	1	0	0	0	1	1	0	0	0	0	1	0	2	1
Group 4	0	2	0	1	1	0	1	1	0	1	0	0	2	0	0	2	1	1	1	1	1	1	3	1	0
Group 5	3	0	0	2	0	2	1	0	0	0	2	0	1	1	0	0	0	2	0	0	2	3	1	0	1
TOTALS	9	8	4	7	3	4	7	5	3	2	3	1	4	5	0	3	2	4	2	1	4	9	4	7	6

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MIGRANT SCHOOL
Fort Lupton, Colorado
1961

	Nationality			From							Number Terms This School				
	SPANISH	INDIAN	ANGLO	TEXAS	COLORADO	NEBRASKA	SOUTH DAKOTA	NEW JERSEY	OLD MEXICO		1 st TERM	2nd TERM	3rd TERM	4 th TERM	5th TERM
GROUP 1	25	1		24	1		1			23	2	1			
GROUP 2	19	1		19				1		9	8	3			
GROUP 3	18	1		15		1	1		2	7	10		2		
GROUP 4	20	1		20				1		13	5	1	1	1	
GROUP 5	21			14	3	4				12	5	3		1	
TOTAL	103	4		92	4	5	2	1	3	64	30	8	3	2	

FORT LUPTON MIGRANT SCHOOL

1961

NUMBER ENROLLED BY AGE (as of July 1961)

AGE	5	6	7	8	9	10	11	12
BOYS	3	10	12	5	9	3	3	
GIRLS	6	10	7	13	14	11	1	
TOTAL	9	20	19	18	23	14	4	

REGULAR SCHOOL EXPERIENCE

	None	1st	2nd	3rd	4th	5th
GROUP 1	25	1				
GROUP 2	4	12	4			
GROUP 3	4	11	4			
GROUP 4	1	3	14	3		
GROUP 5		2	4	11	3	1
TOTAL	34	29	26	14	3	1